DOCUMENT RESUME

ED 106 215 SO 008 376

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TITLE State-of-the-Art in American Studies: A Search for Effective Programs in American High Schools.
INSTITUTION Merrimack Education Center, Chelmsford, Mass.
PUB DATE Jan 75
NOTE 24p.

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS *American Studies; *Educational Programs; Elective Subjects; English; Humanities; Interdisciplinary Approach; Program Descriptions; *Program Effectiveness; School Environment; School Support; Secondary Education; Social Studies; *State of the Art Reviews; Student Interests; Teacher Background; Team Teaching

ABSTRACT

In addition to a summary of American Studies in the Chelmsford, Massachusetts, High School, a state of the art review is provided to assist existing or proposed American Studies curricula in other high schools. The Chelmsford program has been successful/effective because of (1) the support, both moral and material, of the administrators; (2) the school's services and facilities, for example, the modular scheduling; (3) the strong academic backgrounds of the American Studies teams; and (4) adventurous students who elect the course. The future of American Studies is briefly discussed. Other American Studies programs brought to attention by an ERIC search are abstracted and two that appear effective are evaluated. Included are reading lists of unit plans, published course information not available through ERIC, and historical overviews of "core curriculum" and the "new social studies." (Author/ND)

ED106215

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STATE-OF-THE-ART
IN
AMERICAN STUDIES

A Search for Effective Programs
in American High Schools

Prepared for
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by

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January, 1975

SP008376

THE NEED

During the five-year operation of American Studies at Chelmsford High School, intellectual curiosity has occasionally caused team members to speculate about successful American Studies programs in other high schools. Are there, indeed, other programs as ambitious as ours? If so, what concepts, strategies, activities, and organization in those programs could benefit the evaluation process in Chelmsford?

Further, such a state-of-the-art review would assist existing or proposed American Studies curricula in other high schools. Knowing what the other guys are doing right (or wrong) can alleviate much grief and wasted effort in a new program. Too often we perform in a vacuum, knowing what a few colleagues are doing, but blissfully unaware of what is happening on the third floor, in the high school up the road, or at a Demonstration School in the midwest.

SEARCH STRATEGY

Through the Merrimack Education Center (MEC) and its Executive Director, Dr. Richard J. Lavin, a computer search has been made for effective American Studies/Humanities programs, using ERIC (Educational Resources Information Center)--System Development Corporation's nationwide interactive retrieval service. Appended to this data is a list of senior high American Studies programs in the Greater Boston area with a contact person for each.

In defining the scope of the computer search strategy, one soon discovers that the process is of both an objective and subjective nature. Objectively, a search can seemingly be made for a senior high school, teamed, interdisciplinary, one-year American Studies/Humanities program.

However, certain questions of emphasis or definition soon arise. To what extent should a teaming concept be carried--two people, three, four, or more? How interdisciplinary does one get in the search--English and Social Studies, or these two areas plus the Fine Arts, or all of the previous plus mathematics and the sciences? Does the searcher accept any kind of organizational scheme--chronological, thematic, or a combination of both? Should programs which are inquiry-oriented, narrative, lecture-discussion, or an eclectic combination be examined? Could anything of value be gained from a search of earlier (pre-1965) "core curriculum?"

Initially, objective search decisions posed no particular difficulty. Subjective decisions reached prior to and during the search admittedly reflect to some extent this author's bias. However, so few programs were unearthed through ERIC that this bias became rather irrelevant.

No limit was placed on the number of teams or team members in the search; English and Social Studies were absolutes while additional disciplines were actively sought for inclusion. Effective one-year programs using a thematic conceptual scheme were given perference, although courses combining both chronological and thematic approaches were searched. The earlier "core curriculum" seemed of value as an historical foundation only; core programs revealed little curriculum or process innovation by today's definitions.

DEFINING AN "EFFECTIVE" PROGRAM

Finally, how does one define an "effective" American Studies curricula? Because this study is partly intended for use by the Chelmsford High School American Studies teams, effectiveness was measured against this program. Now in its fifth year, there are presently three English-Social Studies teams offering eight sections of an elective, heterogeneously-grouped American Studies course to juniors. Related disciplines of art, architecture, music, drama, anthropology, psychology, sociology, and political science are woven into the curriculum, which is organized around a thematic or chronological-thematic approach. Two classes are scheduled back-to-back with each teaching team; during a daily planning period, teams have considerable latitude in generating course plans and activities to suit individual student needs and particular teaching styles. The present program functions within a comprehensive, new, 2000 student high school, using modular scheduling with a House Plan of organization. This program is summarized in a later section.

SCOPE OF THIS STUDY

In addition to a summary of American Studies in Chelmsford, a nationwide ERIC search has been conducted for effective (as previously defined) American Studies programs in senior high schools. Those programs available on ERIC microfiche are abstracted and evaluated in this paper. In addition, a bibliography is given which includes reading lists, unit plans, published course information not available through ERIC, and historical overviews of "core curriculum," and the "New Social Studies." Also appended is a list of operational American Studies programs in the Greater Boston area and a contact person for each. No attempt is made to evaluate area programs in this study.

DISSEMINATION

It is hoped that this search might serve as a working paper for fellow American Studies team members in Chelmsford, as well as for other teachers and administrators who might be interested in joining or initiating such a program. For the experienced American Studies teacher, the two programs reviewed are a refreshing pot pourri of ideas; for a newer team member these curricula, if researched in depth, may offer valued assistance in course organization, creative

teaming, expansion of interdisciplinary activities, book lists, individualization of instruction, testing, and evaluation. ERIC microfiche are available through the Merrimack Education Center in Chelmsford or any educational research center subscribing to the ERIC service.

SEARCH TERMS (DESCRIPTORS) USED

Initial	Added
American Studies	Core Curriculum
Humanities	Small Group Instruction
Secondary	Program Effectiveness
Team Teaching	School Schedules
Interdisciplinary Approach	Flexible Scheduling
Thematic Approach	Educational Innovation

AMERICAN STUDIES AT

CHELMSFORD HIGH SCHOOL

1974-1975 Teaching Teams

Marion Cleary----------Sarah Madison

R. Frank Turner----------Ann Marie Skowron

Raymond Gagnon----------Susan Christman

Coordinators

Charles Mitsakos (Social Studies)----------Elizabeth Murray (Language Arts)

Building Principal	Assistant Principal
George Simonian	George Betses

House Deans

Donald Boucher----------Dickinson House

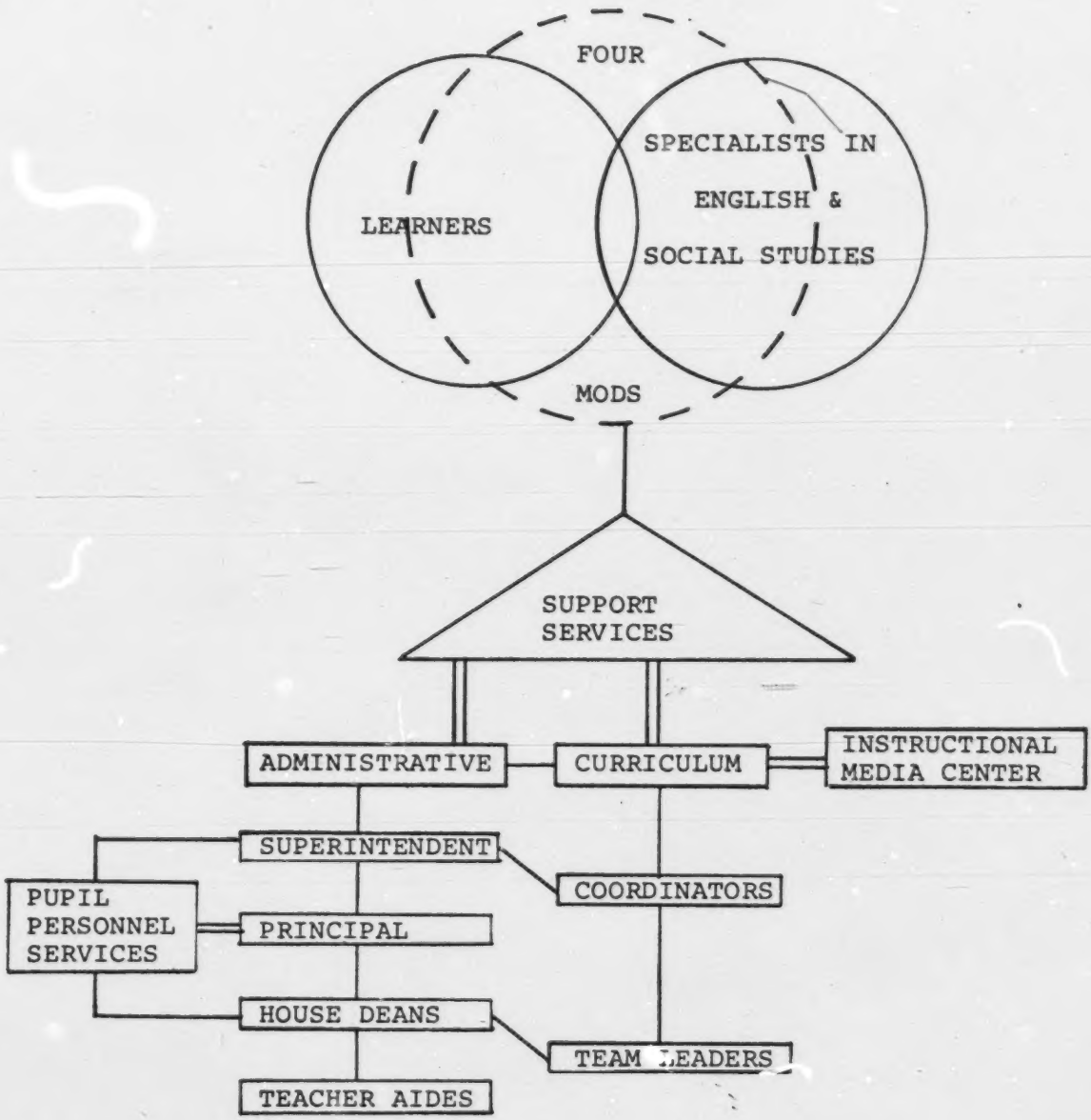
Jack C. Conrad, Jr.----------Whittier House

Robert Kelly----------Hawthorne House

Edward Quinn----------Emerson House

AMERICAN STUDIES COMPONENTS

AT CHELMSFORD HIGH SCHOOL



AMERICAN STUDIES AT CHELMSFORD HIGH SCHOOL

Fall of 1969 saw American Studies initiated in Chelmsford with one English-Social Studies team and two average-ability classes selected by Guidance using SAT scores. From these humble origins grew two additional teams, six more classes, and an elective program in 1975.

What factors explain the success of this program, earlier categorized by some as "fun and games," "too affective," or "too much work for the teachers?" First must be the support--both moral and material--of Curriculum Coordinators, the building principal and assistant principal, and indirectly the Superintendent and School Committee. This support included:

(1) funding of summer workshops for curriculum development;

(2) facilitating the attendance and participation of Teaching Teams in conferences and conventions during the school day by providing funds, released time, and substitutes;

(3) purchase of most print and electronic media requested;

(4) conducting meaningful classroom observations;

(5) provision for common planning mods;

(6) scheduling most teams into adjacent classrooms with folding partitions; and

(7) serving as buffers against the usual, initial reluctance toward new programs.

One event which convinced this author to come to Chelmsford and join American Studies in its second year was the opportunity provided by the administration to confer with the other team member before signing a contract.

An additional asset contributing to the success of new programs in Chelmsford is a new 2000 student high school organized into four Houses with modular scheduling. Specific school services and facilities utilized in American Studies are:

(1) multi-texts for all skill and ability levels;

(2) annually updated paperback collections;

(3) a soon-to-be-operational television studio with five closed-circuit channels having live and remote broadcast capability;

(4) materials and guidance for student-made super 8 films, tapes, and slides;

(5) a comprehensive, annually updated electronic instructional media collection of 16mm films, 8mm filmloops, slides, tapes, records, and sound-filmstrips;

(6) an Instructional Media Center (IMC) for individual and group research, housing all other media services;

(7) access to core areas as needed: for example, Home Economics, Industrial Arts, and Fine Arts;

(8) extra classrooms and seminar rooms for testing, conferring with students, projecting films, etc.;

(9) pleasant Interdepartmental Centers (IDC's) with unassigned offices for team meetings and planning sessions; and

(10) Teacher Aide services for all routine clerical tasks.

A third contributing factor to success in Chelmsford is the strength of the American Studies Teams. Most have Master's Degrees; one teacher has two. All were carefully screened for an academic background in American Studies or its equivalent and a firm commitment to this kind of learning approach. Most were experienced professionals before entering the program; those who were not were matched with a seasoned partner. Teaching styles and process orientation are not necessarily similar; each team may devise its own organizational scheme within broad guidelines of the Language Arts and Social Studies curricula. However, the programs and guidance of the veteran teams are always available to newer members.

For the last two years, American Studies has been an elective program within a school-wide course of studies offering more than eighty other electives. Despite this friendly competition, American Studies this year enrolled 200 students in eight sections. Using past experience as a measure, this program meets the needs of all but remedial students (those reading below ninth grade level). Separate sections for remedial learners, using a modified program and curriculum materials focusing on basic skill development, is presently being piloted in one class.

A final factor promoting effectiveness in American Studies is the learner who elects the course. In asking students each year why they chose American Studies, we discover that a typical learner tends to be more adventurous at trying new things than other students. Initial explanations of the unity of American history and literature and the consequent unfolding of the course evidently makes sense to them. Perhaps more important for the growth and continuity of the program, the American Studies students exercise a "hidden curriculum" by 'selling' the course to younger friends and siblings. Formal teacher-course evaluations by learners, used for the first time last year, indicated largely positive feelings toward both content and process, and a desire to tell others about the course. Discipline problems are nearly nonexistent; students opted for American Studies and if they don't like it, they can opt out. Few choose the latter.

Although each team develops its own scheme of organization, a brief sketch of one thematic conceptualization, which has been in use for four years with annual evaluation and modification, is given below.

Unit I. Origins of the American Character: 1620-1820 (3-4 weeks)
- A. Puritans and Virginians
- B. Native Americans
- C. Frontier Americans

Unit II. Frontier America: 1820-1890 (6 weeks)

Unit III. Industrial America: 1820-1975 (6-8 weeks)

Unit IV. Ethnic Studies: 1900-1975 (4-6 weeks)

Unit V. Rebellion and Reform: 1775-1975 (6-8 weeks)
- A. American Revolution and the Constitution
- B. Reforms of the Jacksonian period
- C. Civil War
- D. Populist and Progressive Movements
- E. Radical Reform Movements
- F. Reforms of the New Deal
- G. Civil Rights and Anti-War Movements

Unit VI. The American Dream: Individual and National Power, 1692-1975 (6-8 weeks)

00011

Conscious efforts are made to maintain a careful chronology within each unit. An important advantage of the thematic approach is that important concepts and information can be reinforced in succeeding units. Learners divided almost evenly in last year's evaluation in stating a preference for a chronological or thematic approach to the course.

A probable action for 1975-76 is to add another Teaching Team, which will ensure one team per House. Future needs are for: (1) one common scheduled meeting period per week for all teams, (2) more flexible modular scheduling to assist in program innovation, team coordination, and planning, and (3) differentiated staffing for those in teamed, interdisciplinary programs requiring inordinate amounts of time and preparation.

THE FUTURE OF AMERICAN STUDIES

For teachers and administrators willing to make the commitment of time, effort, and to some extent--money, the future of American Studies was never brighter. Over the next seven Bicentennial years, renewed interest in American life and culture will be evidenced. Here is a vehicle for exploring this enthusiasm, for presenting American affairs within a context of mutual interdependency on our small Planet Earth.

Where will teachers be found to staff such programs? Although emotionally and intellectually rewarding, American Studies as it exists in Chelmsford, for example, entails considerably more preparation and coordination than most conventional courses taught in self-contained classrooms. Knowing this, many will refuse to participate if offered no increase in salary and/or released time. School systems that are truly committed to this learning approach may very soon have to come to grips with differentiated staffing for those willing to undertake such programs.

A related problem is the paucity of teacher candidates with degrees in American Studies plus the necessary certification, despite a supposed teacher surplus. Because of this scarcity, most teams will be generated within a school system, hopefully from volunteers who intuitively perceive the unity of American literature and history and will bring creativity and a capacity for hard work to the program. An advantage to "in-house" teams becomes apparent if teachers are able to choose their team partner, hopefully matching and complementing their strengths and weaknesses.

Although Chelmsford is fortunate to have such extensive administrative and instructional services, American Studies can be a cost-conscious program which will be no more expensive than comparable American literature and U.S. history classes. The same learning materials can be used; the teams merely redirect the focus of the course along interdisciplinary lines. Access to lots of paper, a ditto machine, and a common planning period would be the only absolutes necessary. Most American Studies courses eventually generate their own primary and secondary source "texts" via the ditto machine. So--if the will is there, do it!

EFFECTIVE AMERICAN STUDIES PROGRAMS (ERIC)

ED 065 391

American Studies: Humanities
Curriculum Study and Improvement Project
Office of Education, Department of HEW, June 1971
ESEA, Title III
East Baton Rouge Parish Schools, Louisiana

This program is of most value in establishing curriculum units for an eleventh grade program in art, music, literature and history. Unit concepts are unique, if a bit sexist, and channel the user into a primarily chronological approach to learning. The six units summarized in the study are:

1. Renaissance Man
2. Puritan Man
3. New American
4. Frontier Man
5. Disillusioned Man [1900-1939]
6. Contemporary Man

Sixty students are scheduled for a two-hour time block, with art and music teachers available in the first hour. Grouping is heterogeneous (grading ranges of A through D) and students may accpet or refuse placement in the course.

Little media innovation is evidenced. More helpful, however, are student narrative evaluations of the course.

ED 036 474

Sokol, Alvin P., ed., and Marshall, Jon C., ed.
A School-Developed Program: American Studies
Inquiry into Innovation Series: Special Report
University City School District, Missouri
Symposium for National Council for the Social Studies
Convention, November 1969
Project Director: Ronald M. Compton

No other ERIC-searched program compares to this Demonstration School Project (Title III, ESEA), in depth or intellectual/conceptual content. Symposium participants included: a Research Coordinator, a consultant and Assistant Professor from the School of Education at the University of Missouri, and two American Studies teachers.

Aspects treated in this study are:

1. the school system climate conducive to curriculum development;

2. role of a Special Projects staff;

3. research (including evaluation) findings pertaining to American Studies; and

4. instruction, strategies, and program development of the American Studies teachers.

Supportive of curriculum development and innovation, the Statement of Philosophy and Objectives of University City (Missouri) Public Schools is quoted in full for its obvious direction in humanizing education:

"Unless the learner desires to learn, learning is not likely to occur. The student must become involved in the curriculum to gain from it. Interest, motivation, and readiness are among the factors that influence learning. Motivation is both intrinsic and extrinsic. Forces inside a student can move him toward a goal or away from it.

"Learning takes place when the experiences are meaningful in terms of the goals of the learner. Learning is ususally related to the purposes of the learner rather than to purposes of the teacher.

"Multi-sensory experiences provide a more efficient learning situation. Learning takes place through direct and vicarious experiences and a combination of both.

"Behaviors which are reinforced are more likely to recur. The type of reinforcement which has the greatest value is the kind one gives oneself--the sense of satisfaction in achieving goals.

"Self-confidence, level of aspiration, and sense of worth on the part of the learner are directly related to experiences of criticism, failure, and discouragement. Frustration leads to behavior which ceases to be purposeful, integrated, and rational. Overly strict discipline discourages initiative and creativity in children.

"As a child views himself, so he will learn. A positive self-image is an important condition for learning.

"The learning environment must include security and trust, the kind of security and trust that will increase the courage to try.

"Persons (students, teachers, parents) affected by a decision should have a part in making the decision.

"The teachers should be free to do a professional job. Teachers must be able to assume some of the decision making typically relegated to the schedule or to the administration. Time must be provided for planning, thinking, curriculum development, and an interchange of ideas. Clerical duties must be relegated to non-certified employees.

"In the evolution of program and organization the basic importance of the relationship of teacher and pupil and the learning process must be given first priority.

"The tradition of the past and the data of the present are the input factors in the creation of an improved program.

"Recognition should be given to the relationship of new programs to increased cost."

Included in this special report are 25 behavioral statements categorized into four skill areas:

1. logical thinking;
2. developing and analyzing hypotheses and generalizations;
3. applying logical thinking, hypotheses, and generalizations; and
4. comprehension and recall of information.

All are concerned with the learning process, rather than content or activities.

The Watson Analysis Schedule (WAS)* is an evaluative tool of 71 behaviors used to measure American Studies at University City High School against conventional U.S. history programs in two other schools. Results show considerable

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* Watson, Elizabeth P. INVENTORIED PERCEPTIONS OF EXPECTATIONS FOR STUDENTS IN THREE DIFFERENT SOCIAL STUDIES PROGRAMS. Unpublished Doctoral Dissertation, Indiana University, 1969. A summary appears in Sokol above.

differences between this American Studies program and more traditional classes. For example, American Studies students and teachers indicated they did the following things which students in one of the conventional programs stated they did not do:

> "Discuss and take sides on issues related to present-day living.
>
> "Question the accuracy of the facts gathered from the textbook or other sources.
>
> "Actively participate in discussions by answering questions from other students in order to develop the immediate problem of study.
>
> "Record and organize their own ideas and conclusions in written or graphic form.
>
> "Look for underlying meaning in what is written or said.
>
> "Use facts to support or reject ideas.
>
> "Try to predict what will happen if a problem is left unsolved or if it is solved in a given way.
>
> "Continue to learn in the same manner once they get out of school."

Of the 71 behaviors in the WAS, American Studies students and their twelve teachers stated they were actually practicing 22 as opposed to a maximum of 10 in one of the conventional programs. All 22 of the behaviors practiced in American Studies are process oriented toward learning.

> "The American Studies program as indicated by the teachers reflected student-centered problem-solving with emphasis on current issues. The converse was indicated as program characteristics by nineteen American history teachers."*

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* Ibid.

Furthermore, the WAS revealed that the 12 American Studies teachers (six English specialists and six history specialists) were unable and unwilling to separate American literature and history. There was more similarity of views among the American Studies teachers than among the 19 teachers of American history.

> "If teacher homogeneity of program orientation is considered desirable, then these results indicate that the administrative arrangements allowing for common planning time, common flexible scheduling, and common physical facilities are not only conducive but perhaps necessary to this process."

Six American Studies teaching teams presently [1969] function at University City Senior High. Each team has a daily planning period and all teams meet together once a week. At the time of publication, the American Studies program was in its fifth year.

Overall unifying of the course is the American Dream, which is explored around a number of central ideas:

1. The Dream Established [Puritanism]
2. The Dream Redefined [1783-1824]
3. Expansion of the Dream [1812-1850]
4. The Dilemma of the Dream [1850-1865]
5. The Dream Deferred [The American Negro]
6. Industrial Society: Failure or Fulfillment of the Dream
7. The Dream in a Revolutionary World [20th Century]

Included in the report is a Teacher's Guide in outline form and an extensive reading list for each unit. Some readings are identified by learners' ability levels.

For the student in 1975, a weakness of this program is the central theme of the American Dream--students indicate that this has now been overused. However, this chronological-thematic concept is useful in generating other organizational themes.

Course organization, on a detailed week-by-week basis, seems tight--almost rigid--as to allow little flexibility for Bicentennials, varied teaching styles, new curriculum materials and teaching strategies, etc. No mention is made of how closely this plan is adjered to by all American Studies teachers.

Those desiring further information on the present status of this program may contact: Mrs. Rita Linicome or Mr. Dennis Lubeck, Teachers of American Studies at University City Senior High, University City, Missouri 63130.

OTHER USEFUL PROGRAMS IN ERIC

ED 018 414

White, Christine W.
Development in English at Horton Watkins High School, St. Louis, Missouri
Horton Watkins High School, St. Louis, Missouri, 1967

Included in a general summary of many eight-week programs is an American Studies course combining history, literature, sociology, and literary criticism.

Most valuable is the scheduling scheme for these courses. On a weekly basis students have: one large group instruction (often with a teaching team), two seminar discussions of ten students and a teacher, and two independent study periods. Students must have one individual interview with a teacher every three weeks.

Individualized contracts are prescribed for each participant. A full-time Teacher Aide administers tests as students are ready for them.

No mention is made of student selection criteria for this program. It would be interesting to know if the above weekly schedule is still in effect.

RELATED CURRICULUM HISTORY AND DEVELOPMENT (ERIC)

ED 051 066

Hertzberg, Hazel W.
Historical Parallels for the 60's and 70's: Primary Sources and Core Curriculum Revisited
ERIC, Boulder, Colorado

The historical overview is one effective starting point for curriculum research in Social Studies. It reviews the "Source Study" (1880's - 1910) and "Core Curriculum" (1920's - 1950's) movements; current Social Studies curriculum reforms are then related to the earlier movements.

The most striking element for purposes of this study is the realization that the American Studies program at Chelmsford High School and in the other high schools herein abstracted and evaluated are a blend of Source Study, Core Curriculum and the "New" Social Studies of the 1970's. Perhaps this kind of historical and intellectual foundation is where effective programs should be in the present decade.

ED 051 004

Wingspread Report on New Dimensions for the Teaching of the Social Studies.
National Association of Independent Schools, 1969

This report is the revised and evaluated outcome of the 1968 Wingspread Conference. Although the title implies Social Studies only, the emphasis is upon the development of a teamed, interdisciplinary approach to learning. It stresses inquiry and analytical skills and deemphasizes the indoctrination of information. Secondary curriculum receives more thorough coverage; however, a K-12 curriculum sequence is included.

For teamed, interdisciplinary programs, the report states that the historical chronology must be abandoned or at least modified by including relevant material drawn from a variety of Social Sciences as well as other disciplines. Alternatives to traditional tests and examinations are suggested.

An interesting concept as an organizational theme for the study of human society is "survival." Included in this theme is an emphasis on Environmental Studies.

Although somewhat overly influenced by student and national unrest of the late 1960's, the Wingspread Report forces one to re-think old ideas, and consider new ones. Independent schools have always served as a measurement of "honesty" for the public system; the Wingspread Report must also be read as a part of this measure.

RELEVANT BIBLIOGRAPHY OF PROGRAMS/MATERIALS (ERIC)

ED 088 726

Black, Greg
Modular Curriculum: English-Social Studies
Literature Views an Era of American Growth 1840-1920
Kansas University, 1970

This correspondence course for high school and college students contains some useful reading lists.

ED 056 965

Poli, Rosario, Compiler
Humanities in the Classroom
Ohio Education Association, 1971

This study contains a helpful, annotated bibliography of 64 publications on humanities and the humanization of instruction at all levels. It gives recent ERIC citations, as well as non-ERIC books and journal articles.

ED 035 098

Smith, Donna M., and Fitch, Judith Pruess
Team Teaching Bibliography
Upper Midwest Regional Education Laboratory
Minneapolis, Minnesota, 1969

The strengths of this bibliography are its scope and the categorization of materials. It lists 120 ERIC documents, 20 SRIS (School Research Information Service), 135 books and pamphlets, 17 films, 770 periodicals, 125 reports, papers, studies, theses, etc.

This bibliography was generated from the following sources:

1. Bowker, BOOKS IN PRINT
2. EDUCATION INDEX
3. READER'S GUIDE TO PERIODICAL LITERATURE
4. Shaplin and Olds, TEAM TEACHING bibliography
5. David, TEAM TEACHING, A SELECTED BIBLIOGRAPHY
6. Georgiades, SELECTED BIBLIOGRAPHY RELATING TO NEW PATTERNS OF STAFF UTILIZATION
7. ERIC and SRIS microfiche collections

The authors use Shaplin and Olds' definition of team teaching: "...a type of instructional organization, involving teaching personnel and the students assigned to them, in which two or more teachers, working together, are given responsibility for all or a significant part of the instruction of the same group of students."

Categorical schemes in this study are: Organization, Roles, Plan, Initiation, Negative Aspects, Positive Aspects, Evaluation, Definition, and Essential Characteristics. Note especially that the negative as well as positive effects of teaming are included in this format.

Massachusetts Team Teaching programs cited are in Lexington, Newton, and Wayland. Materials referring to these schools will be listed under the section "Reference/ Resources in the Greater Boston Area."

BIBLIOGRAPHY OF PROGRAM EVALUATION

Cited in ED 036 474 (Sokol)

1. Sokol, Alvin P. and Jon C. Marshall, INQUIRY INTO INNOVATIONS, RESEARCH REPORT I, Demonstration School Project, University City (Mo.) Public Schools, 1969.

2. Sokol, Alvin P. and Jon C. Marshall, "The Congruence of Teacher Expectations," INQUIRY INTO INNOVATION SERIES, RESEARCH REPORT IV, Demonstration School Project, University City (Mo.), 1969.

Special Note:

All INQUIRY INTO INNOVATION SERIES are available through the Instructional Services Office, Room 200, Luther T. Ward Building, University City School District, 725 Kingland Avenue, University City, Missouri 63160

3. Strake, Robert E., "Testing in the Evaluation of Curriculum Development," REVIEW OF EDUCATIONAL RESEARCH, 38, (Fall, 1968), pp. 77-84.

4. Watson, Elizabeth P., INVENTORIED PERCEPTIONS OF EXPECTATIONS FOR STUDENTS IN THREE DIFFERENT SOCIAL STUDIES PROGRAMS. Unpublished Doctoral Dissertation, Indiana University, 1969.

ED 045 540

Vars, Gordon F.
A Bibliography of Research on the Effectiveness of Block Time Programs
Kent State University, Ohio Bureau of Educational Research, 1970

Vars uses 62 items to match block-time students with students in more conventional programs. Test comparisons and summaries of block-time programs are made.

A major weakness of this study is that most references cited are dated prior to 1964.

REFERENCES/RESOURCES IN THE GREATER BOSTON AREA

Searches made to compile this list are both human and institutional. Human sources include American Studies team members in Chelmsford, Mr. Charles Mitsakos and Miss Elizabeth Murray--Social Studies and English Coordinators, respectively, in Chelmsford and finally, that "teachers' room grapevine" which often provides such unique bits and pieces of information and misinformation to follow up.

Institutional resources include ERIC, the National Humanities Faculty in Concord, the USOE Region I office, the National Association of Independent Schools, and the State Department of Education.

00024